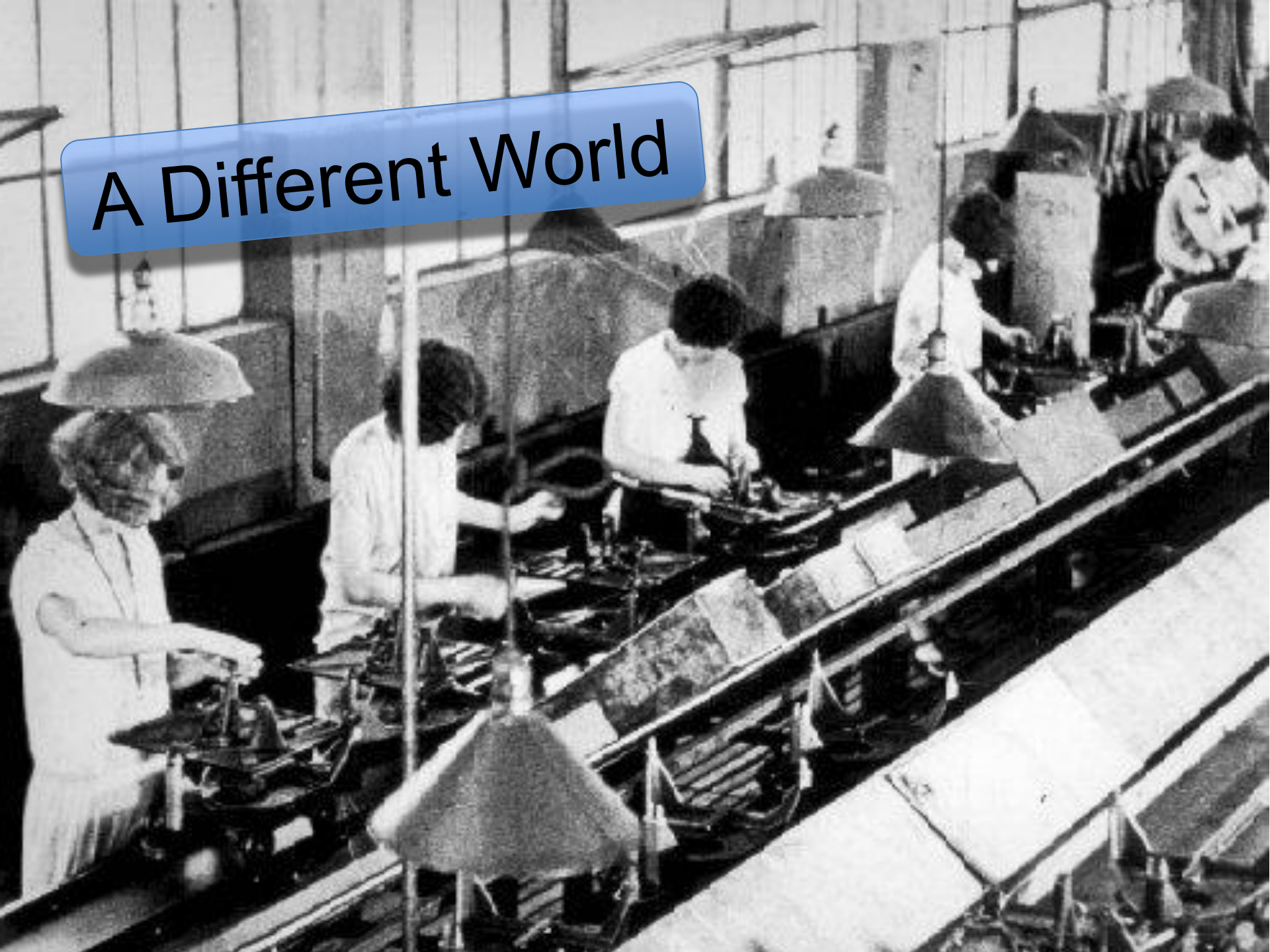


Dig into the Standards: Peeling/Unpacking the Common Core State Standards

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A Different World





Digital World

What's the Big Deal?

- ▶ The CCSS initiative is a “**sea change**” in education for teaching and learning!
 - ▶ The CCSS **mandates** the student learning outcomes for every grade level.
 - ▶ The CCSS force a **common language**. Your staff will begin using this language.
 - ▶ Students will be **tested** and instructional effectiveness will be **measured** based on CCSS.
 - ▶ Federal **funding** is tied to CCSS adoption, implementation, and accountability.
 - ▶ English Language Arts and Mathematics CCSS are just the beginning. . . **more subject area standards** are being developed.
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The <i>Standards</i> DO...	The <i>Standards</i> DO NOT...
set grade-level standards	define the intervention methods or materials
allow for the widest possible range of students to participate fully permitting appropriate accommodations	define the full range of supports appropriate for English learners and students with special needs
define general, cross-disciplinary literacy expectations	define the whole of college and career readiness
define what all students are expected to know and be able to do	define how teachers should teach
focus on what is most essential	describe all that can or should be taught
establish a baseline for advanced learners	define the nature of advanced work

Advances in ELA and Math

ENGLISH LANGUAGE ARTS/LITERACY

Balance of literature and informational texts; focus on text complexity

Emphasis on argument, informative / explanatory writing, and research

Literacy standards for history, social studies, science, and technical subjects

MATHEMATICS

Focus, coherence, and clarity: emphasis on key topics at each grade level and coherent progression across grades

Balance between procedural fluency and understanding of concepts and skills

Promote rigor through mathematical proficiencies that foster reasoning and understanding across discipline



ANCHORED IN COLLEGE AND CAREER READINESS

Key Instructional ELA Shifts

- ▶ **Building knowledge** through content-rich nonfiction.
- ▶ Reading, writing, and speaking **grounded in evidence** from text, both literary and informational.
- ▶ Regular practice with **complex text** and its academic language.



Claims Driving ELA Design

Students are on-track or ready for college and careers

Students read and comprehend a range of sufficiently complex texts independently.

Students write effectively when using and/or analyzing sources.

Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.

**Reading
Literature**

**Reading
Informational
Text**

**Vocabulary
Interpretation
and Use**

**Written
Expression**

**Conventions
and
Knowledge
of Language**

K	1	2	3	4	5	6	7	8	9-10	11-12
Foundational Skills										
<ul style="list-style-type: none"> Print concepts and alphabetic principle Phonological awareness Phonics and word recognition Fluency 						<i>Although foundational skills are addressed prior to grade 6, students who struggle in these areas will need further support.</i>				
Reading Literature and Informational Texts										
<i>Focus on teaching students reading skills to engage with rigorous texts across a broad spectrum of content; balance the types of texts students read.</i> <i>*Percentages represent comprehensive use (teaching, learning, and student production) across a school year.</i>										
<ul style="list-style-type: none"> Balance grades K-5 = 50%* literature; 50%* informational text 						<ul style="list-style-type: none"> Balance grade 6-8 = 45%* literature; 55%* informational text Balance grades 9-12 = 30%* literature; 70%* informational text 				
Literacy (Reading and Writing) in History/Social Studies, Science, and Other Technical Subjects										
<i>Focus on teaching key ideas, details, using evidence from text to support conclusions, contextual vocabulary acquisition, and point of view.</i>										
Writing Standards										
<i>Focus on teaching the processes of writing, including a balance of text types and the role of argument in History/ social studies, and science</i> <i>*Percentages represent comprehensive use (teaching, learning, and student production) across a school year.</i>										
Balance of writing types, including writing in the content areas <ul style="list-style-type: none"> By grade 4—opinion =30%; information = 35%; narrative =35% 						Balance of writing types, including writing in the content areas <ul style="list-style-type: none"> Grade 8 – argument = 35%; information = 35%; narrative = 30% Grade 12 – argument = 40%; information = 40%; narrative = 20% 				
Speaking & Listening Standards										
<i>Focus on teaching use of rhetorical and critical thinking in speaking, listening, and collaborative study and work</i> <ul style="list-style-type: none"> Comprehension and collaboration Presentation of knowledge and ideas Evaluate speaker’s point of view 										
Language Standards										
<i>Focus on teaching conventions of standard English, knowledge of language in different contexts, and vocabulary acquisition.</i>										

Implications for ELA Instruction

Shift focus from literacy instruction to center on careful examination of text

- ▶ Text selection: complexity, genre, and quality
- ▶ Task selection: rigorous tasks

Source: CARRIE HEATH PHILLIPS,
COUNCIL OF CHIEF STATE SCHOOL OFFICERS (CCSSO)



Key Instructional Math Shifts

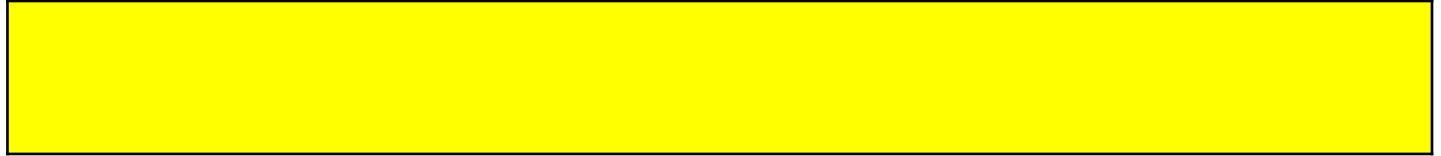
- ▶ **Focus:** Focus on less concepts but with deeper understanding
- ▶ **Coherence:** Think across grades, and link to major topics
- ▶ **Rigor:** In major topics, pursue **conceptual understanding**, procedural skill and **fluency**, and **application**



Traditional U.S. Approach

K  12

Number and
Operations



Measurement
and Geometry



Algebra and
Functions



Statistics and
Probability



Claims Driving Math Design

Students are on-track or ready for college and careers

Sub-Claim A: Students **solve problems involving the major content** for their grade level with connections to practices

Sub-Claim B: Students **solve problems involving the additional and supporting content** for their grade level with connections to practices

Sub-Claim C: Students **express mathematical reasoning** by constructing mathematical arguments and critiques

Sub-Claim D: Students solve real world problems engaging particularly in the **modeling practice**

Sub-Claim E: Students **demonstrate fluency** in areas set forth in the Standards for Content in grades 3-6

8 Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.



Basic Priorities in Mathematics

Grade	Priorities in support of rich instruction and expectations of fluency and conceptual understanding
K–2	Addition and subtraction, measurement using whole number quantities
3–5	Multiplication and division of whole numbers and fractions
6	Ratios and proportional reasoning; early expressions and equations
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear algebra

Priorities in Math

Preschool	K	1	2	3	4	5	6	7	8	HS
Counting and Cardinality										
Operations and Algebraic Thinking							Ratio and Proportional Relationships	Functions		Modeling
	Numbers and Operations in Base Ten					Expressions and Equations		Algebra		
				Fractions		The Number System		Number and Quantity		
Measurement and Data						Probability and Statistics				
Geometry										
Standards for Mathematical Practice										

High School Conceptual Categories

- ▶ The big ideas that connect mathematics across high school
 - Number and Quantity
 - Algebra
 - Functions
 - Modeling
 - Geometry
 - Probability and Statistics

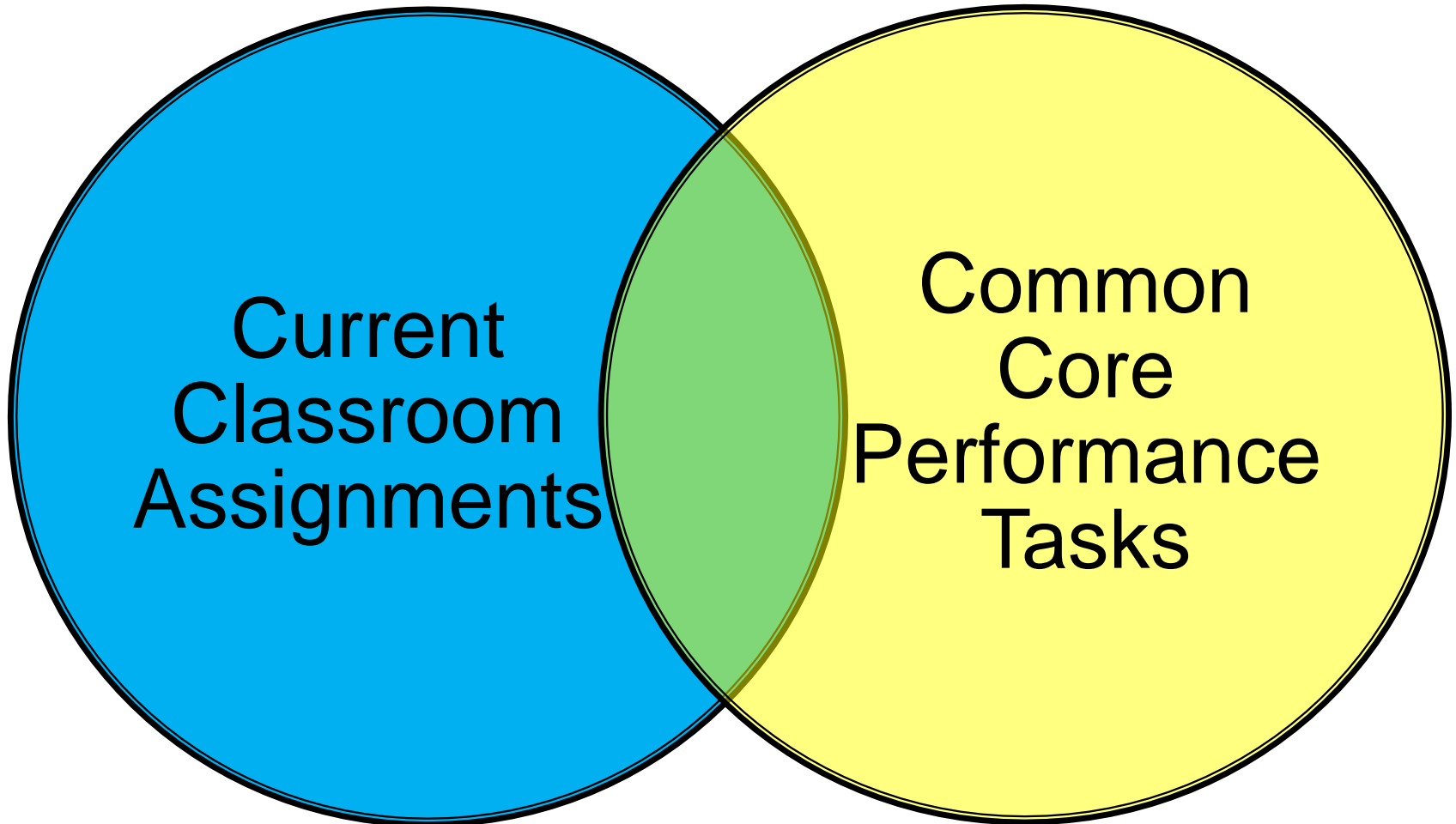


Implications for Instruction

- ▶ Emphasis on *how* you teach more so than *what* you teach
- ▶ Explore *less* topics in greater depth
 - Go deeper into topics
 - Derive algorithms and formulas not just extra time practicing



CCSS: Reality Check



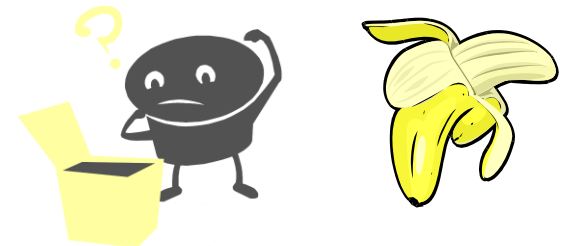
Peeling (Unpacking) a Standard

- Determine what we should expect students to know, understand, or do:
 - Nouns (content)
 - What do students need to understand or know?
 - Verbs (skills)
 - What do students need to be able to do?
 - ✓ How we should teach and assess a learning goal
 - ✓ Level of thinking required to achieve the standard
 - ✓ Determine the evidence needed to ensure students have achieved the learning goal



Peeling (Unpacking) a Standard

- Learning Objectives (How to teach)
 - Use nouns and verbs to create student-friendly objectives
 - Chunk learning
 - Use to write lesson plans
- Evidence of Learning (Assessment)
 - How will you know if students know it?
 - Determine evidence that ensures achievement of learning goals
 - Use to determine formative/summative assessment(s)



Peeling (Unpacking) the Standards

STANDARD

What students must know.

Content = nouns



What students must do.

Skills = verbs



**Statements are
decided for you!**

How are you going
to assess it?

Evidence of learning

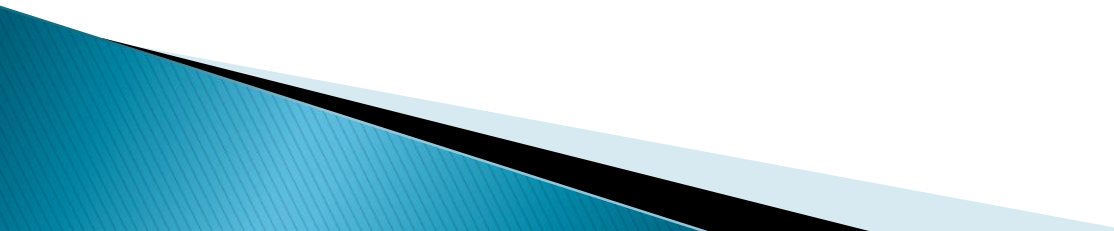
How are you going
to teach it?

**Lesson plan or
objective**

**Questions you
must decide and
create!**

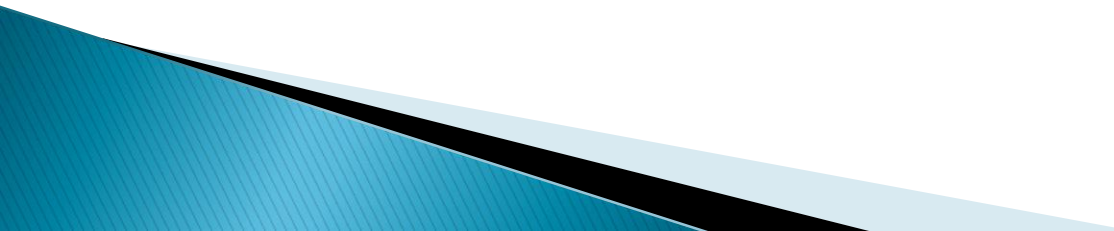
Examine Key Words in Standards

Nouns

- ▶ Identify specific topics, concepts, content or products
 - ▶ Indicate what students should know
 - ▶ May have implications for product students must produce
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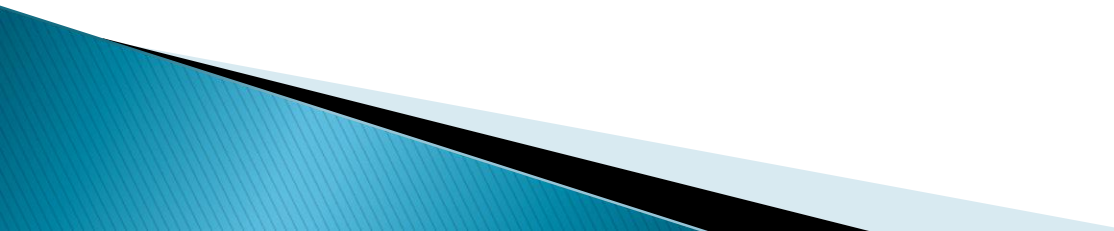
Examine Key Words in Standards

Verbs

- ▶ Indicate what students should be able to do in each standard (both for CCR and at grade level)
 - ▶ Have implications for assessment and instruction
 - ▶ May indicate discrete skill or facet of understanding such as explanation, application, interpretation, etc.
- 

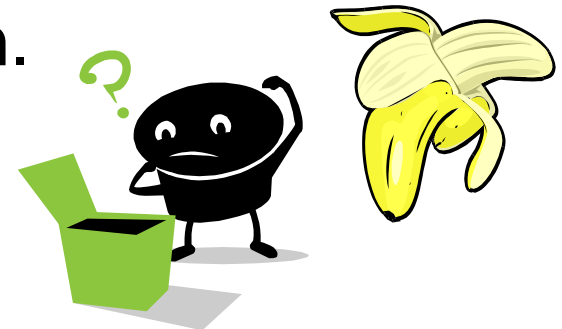
Examine Key Words in Standards

Modifiers: Adjectives and Adverbs

- ▶ The qualifying adverbs or adjectives in the phrases will typically be the key criteria, and can be turned into rubrics.
 - ▶ To what level or extent must the student perform?
 - ▶ Criteria for performance
- 

Peeling (Unpacking) the Standards

- ▶ Choose the standard(s) you want to unpack.
- ▶ Underline nouns (concepts) and circle verbs (skills/actions).
- ▶ Brainstorm ways that instruction at your grade level/content area could address the standard(s).
- ▶ Create student friendly learning objectives using the nouns and verbs.
- ▶ Create a variety of learning assessments.
- ▶ Think about differentiating instruction.



Common Core Standard:

Skills (verbs) What students need to be able to do	Concepts (nouns or noun phrases) What students need to know	Depth of Knowledge Thinking Levels (Blooms) Remembering Define/List/Recall/State/Repeat Understanding Classify/Describe/Discuss/Explain Locate/Paraphrase Applying Demonstrate/Choose/Illustrate/Solve Analyzing Analyze/Compare/Examine/Outline Evaluating Argue/Defend/Select/Judge Creating Assemble/Write/Create/Construct Design/Develop/Formulate
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LEARNING OBJECTIVES: Use the nouns and verbs above to create student-friendly, lesson-size objectives. Use what you know about students to create chunks that are the right size for learning. These are objectives you might write in a lesson plan. Organize the objectives in a logical sequence.

EVIDENCE OF LEARNING: How will you know if students know it? What evidence will let you know your students have achieved the learning goals? What will students say or do to demonstrate attainment of the standard?

Formative

Summative

DIFFERENTIATION OF LEARNING:

Think about...

- What are we already doing?
- What else can we try?
- What resources do I need?

